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Cardiff Commitment Continuing Professional Development programme: Project report

Cardiff Commitment CPD programme: Project report

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Cardiff Commitment CPD programme - Background and aims

The Cardiff Commitment CPD programme is a collaboration between Cardiff Council, Cardiff and Vale College and The Open University (OU). Initial contact with Cardiff Council's Cardiff Schools Service (Cardiff Council) began with discussions around supporting teacher Continuing Professional Development (CPD) needs through a co-designed teacher focussed workshop. The Global Covid19 Pandemic resulted in this collaboration being extensively redesigned to reflect the need for teaching staff to support their learners via a blended online distance learning model. Cardiff and Vale College also agreed to join the initiative. In collaboration with Cardiff Council and Cardiff and Vale College, the OU in Wales has developed and delivered a model consisting of agreed work streams that support teaching staff within schools and colleges in the online pivot and promote blended learning pathways.

The global Covid19 pandemic, coupled with the imminent new curriculum for Wales posed challenges and opportunities to develop skills and approaches to distance teaching and learning pedagogy. Many teaching staff have adapted well in their approach to blended learning during the circumstances imposed in the past year, whilst others are still finding their way. The OU has been an established provider of high-quality higher education through flexible distance learning for over 50 years and is excited to share experiences, whilst learning alongside peers within schools and the further education (FE) sector. This collaboration recognises the demand on teaching staff across the education sector has never been more challenging, with many schools adapting to ever-changing circumstances. The collaboration aims for aspects of this pilot programme to be flexible to take this into account and therefore co-design was core to the programme success. This collaboration intends to reflect the needs (both now and in the future) and support teaching staff in the online pivot.

In collaboration, the OU has delivered a series of interactive online seminars, focused on pedagogy and effective learning design. Workshops were delivered to an invited cohort of teachers and lecturers identified by Cardiff Schools Service and Cardiff and Vale College (Phase 1). A series of seminars were then delivered (and recorded for others) to complement learning (Phase 2). Through the seminars and community created, insights were captured to potentially inform bilingual resources to support participants in peer learning within clusters and faculty. This pilot programme ran between November '20 and March '21. Key benefits identified to participating staff include:

- Professional development and upskilling opportunity
- Input into the co-creation of resources for peers and the wider sector
- Effecting change within your organisation and wider cluster through peer to peer approach
- An opportunity to inform future OU course content
- A chance to share practice, learn from one another and collectively work towards addressing the needs of teaching staff across the school system, FE and HE

A short film has been created about the CC CPD Pilot project¹.

Cardiff Commitment CPD programme participants

A cohort of 32 teachers and lecturers from across 23 institutions identified by Cardiff Schools Service and Cardiff and Vale College were invited to participate in the pilot (Phase 1 and Phase 2). From those 46.87% belonged to the primary level, 31.25% to secondary, 15.62% to FE level and 6.25% to Music Service and Regional Consortium (Table 1).

¹ English: <https://youtu.be/CQ5rpfH7CAM>, Cymraeg: <https://youtu.be/kJCTsxa2UUU>

Table 1: Levels and institutions from participants in the invited cohort

Level	Participants	Proportion
Primary	15	46.87%
Secondary	10	31.25%
Further Education (FE)	5	15.62%
Music Service	1	3.12%
Regional Consortium	1	3.12%

In terms of job roles, participants cover a varied spectrum of teachers (different years), lecturers, and leaders from various areas, with a predominance in science, technology, engineering, and mathematics (STEM) (Table 2).

Table 2: Institutions and roles from invited participants

Institution	Participants	Proportion	Job roles
Cardiff and Vale college	5	15.62%	Learning technologist Essential Skills Lecturer and Quality assurance for Essential Skills Lead Course tutor for learners with special needs Building Services' department Lead Biology lecturer and STEM and Digital Lead
Cathays High School	3	9.37%	Science Lead Teacher and Creative Teaching and Learning Lead Teacher and Technology and Digital Skills Lead
Cardiff High School	2	6.25%	Head of History and pedagogical lead Assistant Headteacher
Mount Stuart primary school	2	6.25%	Reception Teacher and DCF Lead Year 4 Teacher
Pencaerau Primary School	2	6.25%	Year 4 Teacher Year 6 Teacher
St Philip Evan's Primary School	2	6.25%	Year 5 Teacher Year 2 Teacher
Cantonian	1	3.12%	Teacher
Christ the king primary	1	3.12%	Teacher and Curriculum for Wales Lead
Central South Consortium (CSC)	1	3.12%	Digital learning Officer
Fitzalan High School	1	3.12%	Teacher and school coordinator
Herbert Thompson Primary School	1	3.12%	Teacher and ICT - Blended Learning Lead
Howardian Primary School	1	3.12%	Assistant Headteacher
Kitchener Primary School	1	3.12%	DCF and Digital Learning Lead Practitioner
Mary Immaculate High School	1	3.12%	Head of performing arts and coach to staff
Music	1	3.12%	Head of Music Service
Radyr Primary School	1	3.12%	Teacher
Springwood	1	3.12%	Headteacher
St Bernadette's Primary School	1	3.12%	Teacher and ICT Lead
Ysgol Glantaf	1	3.12%	Teacher
Ysgol Nantgwyn	1	3.12%	Teacher
Whitchurch High School	1	3.12%	Deputy Headteacher and Staff Development
Windsor Clive Primary	1	3.12%	Teacher and STEM Lead

For Phase 2 the invitation was extended through the Cardiff Schools Service, Cardiff and Vale College email distribution lists and other contacts in the education sector.

Evaluation design

The evaluation design combines the use of mixed methods (see Figure 1). A survey was used at the beginning of the programme to have a better understanding of the participants, their roles and teaching contexts, how Covid19 has impacted their teaching and the responses to this, their professional development experiences, and aspirations and expected gain from the programme.

Two further surveys were then used during, and at the end of the programme to support comparison to assess gaps and gains in confidence in designing and delivering online learning, digital literacies and skills for online teaching, confidence in designing and delivering blended learning, and confidence in supporting students studying in blended and online pathways. The final survey of the programme has been designed to cover the experience of the programme as a whole and individual activities, the extent to which the learning outcomes have been achieved and to identify expected changes to their practice building on the programme.

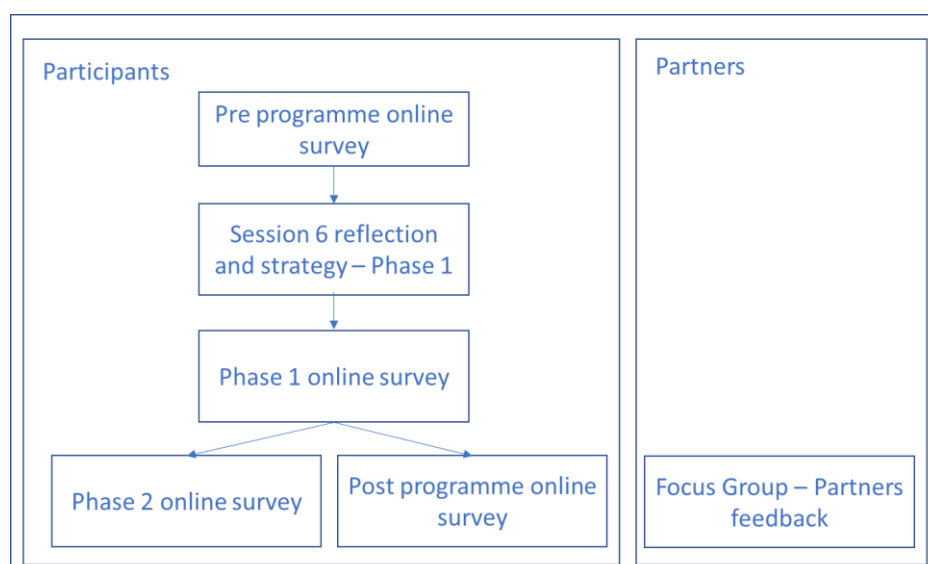


Figure 1: Evaluation design

The evaluation has captured and analysed data from the learning activities, understanding drawn from the engagement of participants with the learning activities of Phases 1 and 2. This data includes the analysis of attendance data for the seminars in Phases 1 and 2 and analysis of data from engagement with Teams shared space (particularly relevant for Phase 1).

Several approaches to gathering qualitative information have been conducted in the middle and late stages, which complement the survey and engagement data, providing a richer understanding of the needs of this audience and their experiences and benefits drawn from the programme. This included the last session of Phase 1 as a reflective experience from the participants and a focus group with the programme partners during Phase 2 to better understand the strength and difficulties of the project and move the partnership forwards.

Cardiff Commitment CPD Pre programme online survey

As part of the research objectives, the pre-survey data collected data to evaluate the activities and experiences of those who take part in the programme. The survey was devised and advertised at the beginning of the programme (1 Nov 2020) and remained open until the Christmas break (24 Dec 2020) with 27 completed responses (from the total of 32, 84.37% response rate). The 27 (84.37%) participants included a total of 18 institutions.

The pre-survey was designed to cover:

- Understanding the participants, their roles and teaching contexts
- How Covid19 has impacted their teaching and the responses to this
- Professional development experiences and aspirations
- What they hoped to gain from the programme

Covid19 impact on teaching

Participants (see Figure 2) in two single response option questions indicated that before the Covid19 pandemic the two options best described their teaching were face to face (85.2%) and mostly face to face with some online (14.8%). While once the pandemic started there has been a transition to a balance of face to face and online (33.3%), mostly face to face with some online (29.6%) and mostly online with some face to face (25.9%), having the three options a similar number of respondents. The least selected options were the ones that do not include any type of blended learning approach (all online - 7.9% and all face to face - 3.7%).

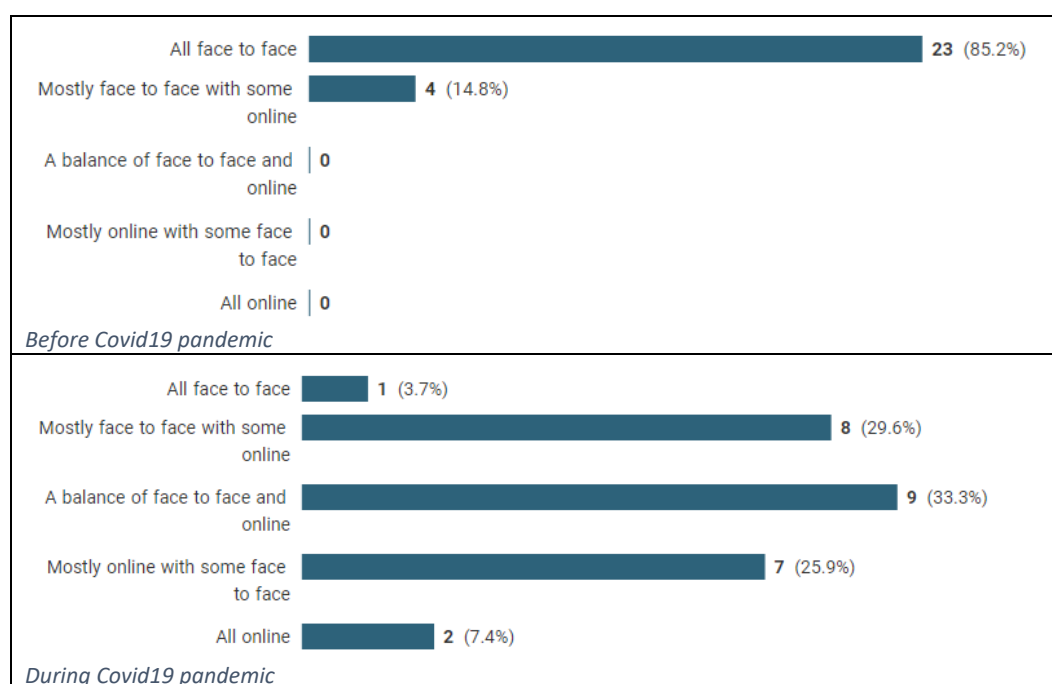


Figure 2: Before and during Covid19 pandemic teaching

Participants were asked two different questions about the ICT and online learning tools used when teaching face to face and at a distance. For the first question 34 tools were identified while 32 for the second (Table 3). Microsoft Office was the most used tool face to face (12.64%) and the third most used at a distance (8.23%), Google Suite which was used very frequently in face to face (10.34%), doubled its use to become the most used at distance (20%). Microsoft Teams increased its use to 14.11% during distance from 6.89% in face to face. Kahoot decreased its use from 9.19% (face to face)

to 3.52% (at distance). Tools such as Seesaw (8.04% - 8.23%) or Hwb Digital Learning (5.74% - 4.7%) reported similar use in both environments.

Table 3: Face to face tools (n=87) and distance tools used (n=85)

Application	Frequency	Percent	Application	Frequency	Percent
Microsoft Office	11	12.64%	Google Suite	17	20%
Google Suite	9	10.34%	Microsoft Teams	12	14.11%
Kahoot	8	9.19%	Microsoft Office	7	8.23%
Seesaw	7	8.04%	Seesaw	7	8.23%
Microsoft Teams	6	6.89%	Hwb Digital Learning	4	4.7%
Hwb Digital Learning	5	5.74%	Kahoot	3	3.52%
YouTube	4	4.59%	Microsoft OneNote	3	3.52%
Microsoft OneNote	3	3.44%	Padlet	3	3.52%
Padlet	3	3.44%	ScreenCastify	3	3.52%
Purple Mash	3	3.44%	Active Learn	2	2.35%
Active Learn	2	2.29%	Classroom Visualiser	2	2.35%
Chrome Books	2	2.29%	Wooclap	2	2.35%
J2Easy	2	2.29%	Abacus online	1	1.17%
Scratch	2	2.29%	Adobe suite	1	1.17%
Classroom Visualiser	2	2.29%	BBC bitesize	1	1.17%
Bug club	1	1.15%	Blog posts	1	1.17%
Email	1	1.15%	Bug club	1	1.17%
GCSEPod	1	1.15%	Class charts	1	1.17%
Imovie	1	1.15%	Email	1	1.17%
Moodle	1	1.15%	GCSE Pod	1	1.17%
Microsoft OneNote	1	1.15%	J2Easy	1	1.17%
PhotoMath	1	1.15%	Loom video	1	1.17%
Play Simon	1	1.15%	Mathletics	1	1.17%
Pobble 365	1	1.15%	Menti	1	1.17%
Prodigy maths	1	1.15%	Prodigy maths	1	1.17%
Prowise presenter	1	1.15%	Purplemash	1	1.17%
Quizziz	1	1.15%	Quizziz	1	1.17%

Application	Frequency	Percent	Application	Frequency	Percent
ReadTheory	1	1.15%	ReadTheory	1	1.17%
Seeing AI	1	1.15%	Tassomai	1	1.17%
Skype	1	1.15%	Thinglink	1	1.17%
Sway	1	1.15%	WEST	1	1.17%
Tassomai	1	1.15%	Youtube	1	1.17%
WEST	1	1.15%			
Wooclap	1	1.15%			

Most participants reported the experience of adjusting their teaching practice has had some challenges (n=19, 70.4%) or has been challenging (n=6, 22.2%). Covid19 has impacted participants teaching in different ways, the more significant quotes include:

- *It was difficult during lockdown to engage younger learners and to set activities for them to complete without knowing the level of support they would receive at home.*
- *I had to adapt and learn how to utilise online platforms to teach from a distance. It has made me think creatively about how to teach things and I have researched more resources to support learning from a distance, in order to present information in a manageable and motivating way for pupils at home. It was a big learning curve, but it pushed me out of my comfort zone, and I feel more confident when using online platforms.*
- *It made me realise the impact teacher presence has on students. The experience made me consider how to deconstruct learning activities (i.e. making the implicit - explicit)*
- *Altered delivering methods and planning as now I need to ensure accessibility and inclusivity are still present and as effective in online lessons as they are in person. New applications are being used to cover this remotely.*
- *Due to learners needing a lot of additional support to confirm their understanding and process the information learners working from home has been a big challenge, not only for the tutors but also the learners and their families.*
- *During pandemic couldn't teach as many new skills as when face to face. Developed my own bank of resources and skills when searching for online tools.*
- *It has forced us to create a much more blended learning approach in class to ensure the children's' digital skills are developing with parallel importance to the other skills we are teaching so that they are confident enough to access their learning remotely at any point.*
- *I now have to consider how I can support pupils who may be at home isolating and that is alongside teaching pupils face to face. This requires changes to resources to make them more suited to independent learning.*
- *Developing resources that have made online learning is very time consuming. Monitoring engagement is much trickier.*
- *I am becoming more confident with blended learning and more pupils are engaging with it. My resources and lessons online are improving. Pupil independence has sky-rocketed for those who engage regularly.*
- *There has been some difficulty in adapting a subject with a large focus on design and practical tasks to be delivered online and still be meaningful.*

Figure 3 describes the devices used in the professional role of the participants (multiple answers) which indicates all devices were used but predominately laptop (92.6%), tablet (74.1%) and desktop computer (70.4%).

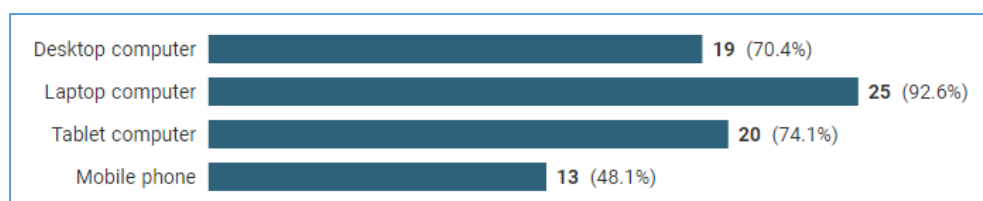


Figure 3: Devices used in the professional role

Participants reported they have very good access to the Internet (55.6%) or good (37%), while only 7.4% report reasonable access. Participants rated their skills in using technology for online teaching balanced between good (44.4%), moderate (33.3%) and very good (22.2%).

Participants indicated their confidence using several activities, Table 4 shows the percentages for each of them. Participants were very confident in creating documents and learning materials (77.8%) and teaching through video conferencing (74.1%). They were confident searching for and using existing educational resources (59.3%) and somewhat confident creating media such as graphics or videos (48.1%), teaching through online forums (46.2%), teaching with a VLE (51.9%), creating online formative assessments (44.4%) and creating online learning materials (37%). While they were not confident in text communication and messaging (33.3%).

Table 4: Confidence using activities

	No experience of this	Not confident in doing this	Somewhat confident	Confident	Very confident
Creating documents and learning materials (e.g. Microsoft Word, Powerpoint)				22.2%	77.8%
Creating media such as graphics or videos	3.7%	11.1%	48.1%	25.9%	11.1%
Searching for and using existing educational resources (e.g. Open Educational Resources)		3.7%	25.9%	59.3%	11.1%
Teaching through video conferencing (e.g. Teams, Hangout, Zoom)				25.9%	74.1%
Text communication and messaging (e.g. Email, WhatsApp)	11.1%	33.3%	33.3%	18.5%	3.7%
Teaching through online forums		11.5%	46.2%	26.9%	15.4%
Creating online learning materials		11.1%	37%	33.3%	18.5%
Teaching with a Virtual Learning Environment (e.g. Moodle, Canvas, Google Classroom)	3.7%	14.8%	51.9%	25.9%	3.7%
Creating online formative assessments	7.4%	18.5%	44.4%	25.9%	3.7%

Professional development

Regarding professional development (two questions), participants engaged with several forms of professional development during the last 5 years (Figure 4, multiple answer) being workshops, seminars (88.9%) and free online courses (85.2%) the preferred options. Factors which hindered ability to engage with professional development are mainly time (85.2%) and cost (51.9%).

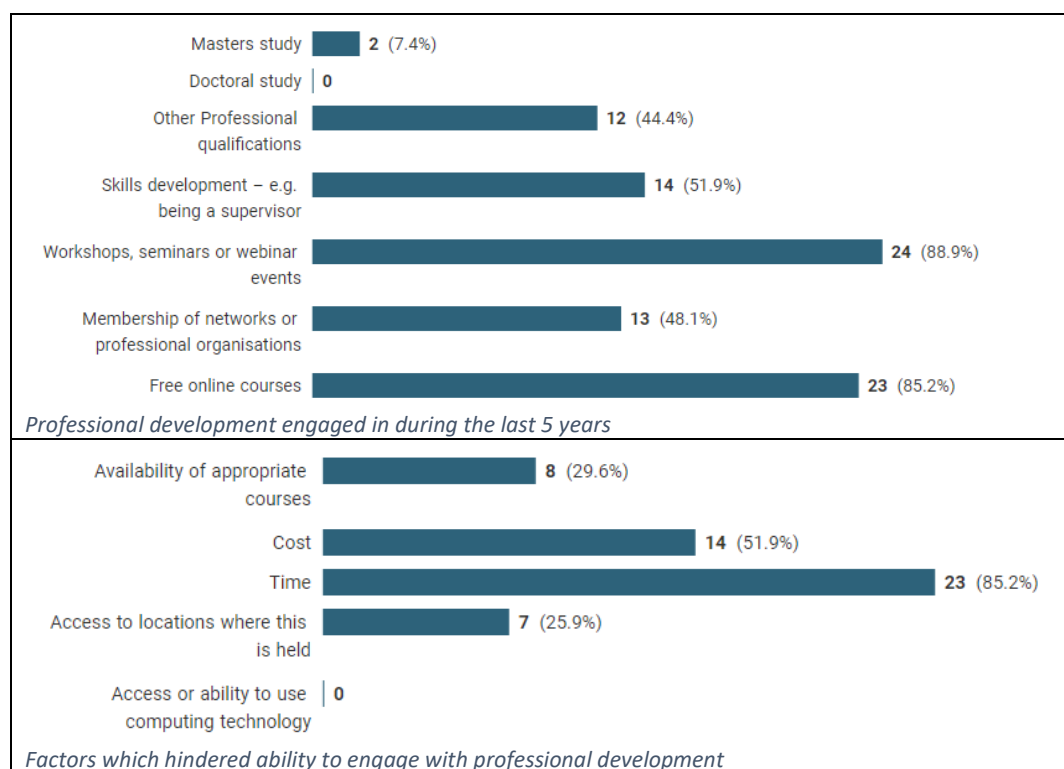


Figure 4: Professional development

66.7% of the participants have previously taken part in online courses as a student, including during their undergraduate studies or as part of their academic professional development, these online courses related to (Figure 5, multiple answers) teaching (88.9%), ICT (77.8%) and personal interest (66.7%).

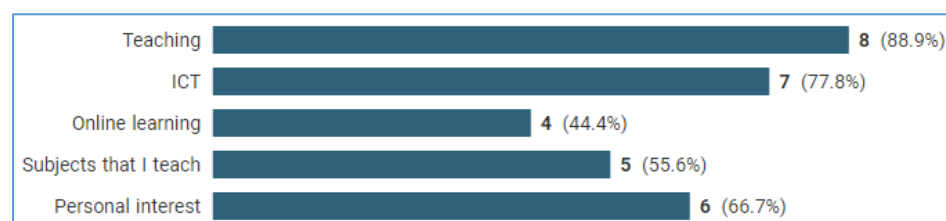


Figure 5: Online courses

84.6% of the participants had previously participated in free online courses from The OU including religious studies, art history, philosophy, maths, Welsh, English and psychology courses. 80.8% had not taken part in free online courses from other providers like MOOCs or OERs and 88.9% had not taken part in paid-for courses from The OU.

Aspirations and expected gain from the programme

The expectations of participants to gain from the seminars included in the programme are varied, some of the answers provided:

- *Understanding and practical ideas for hybrid learning. Allow me to support staff in school and develop blended learning approaches.*
- *Ideas for moving things forward in our settings, as well as skills to support colleagues.*
- *A strategic approach to blended learning across all ages and for all stakeholders.*
- *I am hoping to gain a better understanding of how I can include blended learning even when I am teaching face to face.*
- *Increased blended learning approaches to motivate pupils and parents to engage.*
- *Sharing resources and ideas with professionals from other sectors.*

- *Networking with other teachers from primary and other settings to share ideas and strategies for blended learning.*
- *Knowledge on engaging students online and further understanding of online tools to use within the classroom.*
- *An increased understanding of the pedagogy of distance learning and some new approaches to develop in class, to support further distance learning and blended learning approaches.*
- *Greater insight into how online and blended learning can enhance the learning experiences of the people I teach.*
- *Tips on what other people have found that works for them and more strategies to support independent learning.*
- *Engaging blended learning to enhance teaching (and not massively increasing workload)*
- *Ideas to develop creative and collaborative practice while still delivering the specification.*
- *Improved lesson design so that pupil engagement improves, and pupil independence is fostered.*

Regarding topics that participants wanted to develop an understanding of in connection with online and blended learning include:

- *Practical ideas examples of ideas to try to develop confidence. Where to find step by step guides for staff without having to create from scratch. Ideas of how to support live online teaching and for pre-recorded teaching*
- *I'd be particularly interested in any tools that specifically look to support Early Years learners, as so much of what's out there is geared towards older children*
- *Assessment methods. Best practice for setting the marking remotely.*
- *Online assessment and feedback. Knowledge of existing online resources.*
- *As a school developing a blended learning approach in school is one of our priorities therefore how to further implement this approach in class would be great!*
- *Creating innovative learning tools - video with resources whilst talking. Assessment*
- *Strategies and apps to enhance pupil feedback when online teaching. I am struggling to get pupils to speak a lot when teaching on teams and therefore deepening their answers and oracy is limited.*

Lessons learned from pre-programme online survey

Several lessons learned before the programme started are:

- The pre-programme survey had a high representation of programme participants.
- The experience of participants before Covid19 was predominantly face-to-face, while during the pandemic there was an equal balance between face to face and online teaching.
- ICT and online learning tools most used during the change to blended learning are Google Suite, Microsoft Office and Seesaw.
- Participants reported the experience of adjusting their teaching practice has been challenging.
- Covid19 has impacted participants teaching in different ways including students and families' engagement and extra support, the use of online platforms, online teaching methods and the design of educational resources.
- Participants used varied devices in their professional role, being laptop and table computer the most extended. Participants had very good access to the Internet.
- Participants felt they are confident of creating documents and learning materials and teaching through video conferencing, they are less confident in text communication and messaging (e.g. Email or WhatsApp)
- For their professional development, participants engaged with workshops, seminars and free online courses. Factors that hindered their ability to engage with their professional development are time and cost.
- Participants had experience taking part in online courses as a student, these online courses were commonly related to teaching and ICT.
- Most of the participants had previously taken part in free online courses from the OU, but not in paid ones or MOOCs.
- The expectations of what participants hoped to gain from the seminars in the programme included a better understanding of blended learning, professional development, gaining skills, sharing ideas and networking. Participants topics to develop included learning about more online tools, step by

step guides to create educational resources, assessment and feedback methods, and innovative methods.

Cardiff Commitment CPD programme methodological approach

Alongside fellow Cardiff schoolteachers (across primary, secondary and special schools) and lecturers from Cardiff and Vale College, participants were supported to actively participate in a series of workshops. These took the form of information sharing as well as discursive sessions online using the Teams platform. The intention was for learning and skills developed through this collaboration to be shared with teachers and lecturers more widely (for that reasons all sessions were recorded). Phase 2 recordings will be available in Hwb repository including handouts (available in English and Welsh) to accompany each seminar recording summarising the key points from each session.

This sharing of practice was led by the programme partners in various ways and over time, but there was also a requirement for participating staff to consider peer to peer learning throughout their school, cluster or faculty. During the process, participants were asked to use reflective practice and input into evaluation, and participation to shape elements together from the initial sessions. For mapping the sessions, the new Welsh Digital Standards was considered.

Phase 1 was organised by OU's Learning Design team (LDS, Mark Williams and Natasha Huckle), as a series of online workshops exploring pedagogy including activity design and assessment with the objectives of building knowledge and community through the series of workshops. A Teams group named "Cardiff Commitment CPD Pilot" was created. The Teams shared space included an area for posts (to allow interaction), files (where presentations and recordings were added), a Professional Learning Communities (PCL) Notebook and a OneNote collaboration space. Participants were distributed in 4 rooms (red, green, yellow and orange) to work together during Phase 1.

Table 5: Phase 1 Initial plan

Phase 1: CPD Workshops (November '20 to January '21)		
Session 1	Thursday 5 Nov, 2-3 pm	Focus: - getting to know each other - project plans, expectations discussion - co-construction and approach
Session 2	Thursday 12 Nov, 2-3.30 pm	Focus: - Activity Design
Sessions 3-6	Dates and times to be agreed with participants	Focus: - Assessment - topics for sessions 4 and 5 to be agreed together - session 6 focus on reflection, evaluation and next steps

Table 5 indicates sessions 1 and 2 were already set up while topics for the next sessions could be voted. The time for the sessions could be voted via Doodle considering days and times availabilities. Organisers proposed 2 weeks in between sessions to give participants more time to put some things into practice, to encourage participants to reflect on the session and use their reflection journal and to help their capacity-wise but without losing momentum. Content for sessions 3, 4 and 5 was voted via Teams forms in the post area as exemplified in Figure 6 (voting for one option).

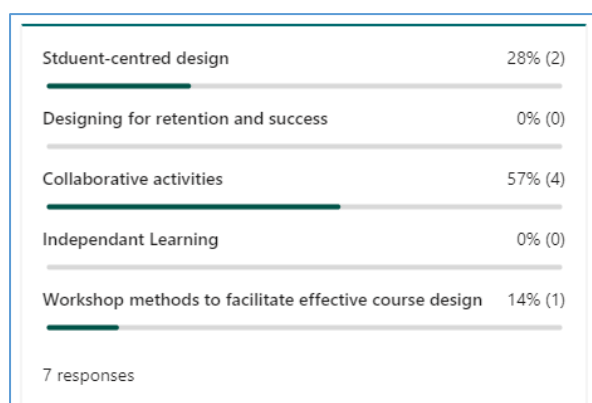


Figure 6: Voting Teams pool for session 5

Table 6 shows Phase 1 as finally delivered, being “Assessment”, “From assessment to classroom” and “Collaborative activities” the topics selected for sessions 3, 4 and 5.

Table 6: Phase 1 as delivered

Phase 1: CPD Workshops (November '20 to January '21)		
Session 1	Thursday 5 Nov, 2-3 pm	Introduction
Session 2	Thursday 12 Nov, 2-3.30 pm	Activity Design
Session 3	Thursday 26 Nov, 1-2:30 pm	Assessment
Session 4	Monday 14 Dec, 1-2:30 pm	From assessment to classroom
Session 5	Wednesday 20 Jan, 11-12:30 am	Collaborative activities
Session 6	Wednesday 3 Feb, 1:30-3 pm	Reflection and strategy

Phase 2 was designed as stand-alone sessions and were delivered in a shorter space of time (one session or even two per week), topics for the sessions were proposed by experts from the Institute of Educational Technology (IET) at the OU. Input into the topics was explored from the several proposed options which were discussed and shaped together during Phase 1. For that reason, as shown in Figure 7 topics were voted before the Christmas holidays in December 2020 (Multiple options pool). Finally, all sessions proposed were scheduled, since the budget allowed for it, and the relevant experts were available.

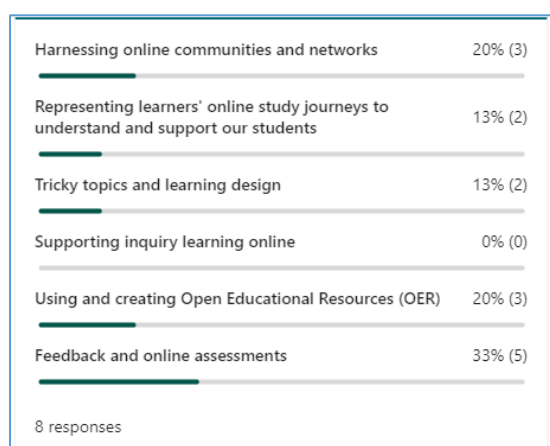


Figure 7: Voting Teams pool for phase 2

Table 7 discloses the workshops as delivered for Phase 2 including the dates and IET experts.

Table 7 Phase 2 as delivered

Phase 2: CPD Workshops (February to March '21)			
Session 1	Tuesday 23 Feb, 10 – 11.30am	Supporting Inquiry learning design	Christothea Herodotou
Session 2	Thursday 4 March, 12.30-2pm	Using & Creating OERs	Rob Farrow
Session 3	Tuesday 9 March, 4- 5pm	Feedback and Online Assessments	Denise Whitelock
Session 4	Tuesday 16 March, 12.30-2pm	Harnessing online communities & networks	Martin Weller and Tim Coughlan
Session 5	Friday 19 March, 10-11:30am	Designing Exceptional Learning Moments	Anne Adams
Session 6	Tuesday, 23 March, 15:30 - 5pm	Representing learners' online study journeys to understand and support our students	Kate Lister and Tim Coughlan

Cardiff Commitment CPD programme - Phase 1

The evaluation of Phase 1 includes the participation, the last session (reflective session) and post Phase 1 online survey data.

Phase 1 Participation

Table 8 discloses the participation with participants involved and per cent from the group. The participation decreased session by session from 93.75% in session 1 to 28.12% in sessions 5 and 6.

Table 8: Phase 1 Participation

	Participants	Percent
Session 1	30	93.75%
Session 2	22	68.75%
Session 3	18	56.25%
Session 4	7	21.87%
Session 5	9	28.12%
Session 6	9	28.12%

Session 6 Reflection and Strategy - Phase 1

On Wednesday 3 February 2021 the last session of Phase 1 was run with an orientation to gather reflection, 9 participants joined the session (28.12%). Sessions 1 to 5 were summarised refreshing the audience with their main activities and learning outcomes. To facilitate the reflective process, participants were asked to think about Phase 1 as an independent unit, work with peers during the session and reflect on strategies to plan for the future (Table 9).

Table 9: Session 6 activities

	Content
Activity 1	5 minutes to work with the following question and sub questions: Have Phase 1 sessions been useful for your own teaching practice? <ul style="list-style-type: none"> • Have they helped generate ideas? • To think about something in a new way • To learn from others
Activity 2	Working with peers in breakout rooms. 12 minutes to reflect on the following question and areas: Have you been able to develop an understanding in these areas? (One example each) <ul style="list-style-type: none"> • Activity design and the use of different activity types (Finding and handling information, communication/collaboration, practice and productive, activities. Activities for assessment) • Blended learning and online teaching • Assessment (Involving learners in an assessment and creating activities that get learners working independently and with peers and tutors. Patchwork with reflection) • Collaborative Activities (Engaging learners in collaborative activities)
Activity 3	Working with peers in breakout rooms. 15 minutes to reflect on the following 3 questions <ul style="list-style-type: none"> • What have you learned from each other by working in groups? • What strategies can you put in place to ensure that you continue to support each other through collaboration? • What is one action you can agree upon so you can share, support and develop teaching practice as a group?
Activity 4	10 minutes to discuss an example of when you have mentored using Phase 1 ideas/materials. <ul style="list-style-type: none"> • Discuss opportunities to mentor others. • Give advice and guidance to each other.

Activity 1 – teaching practice:

- *I set up an online course, basically students follow this course on visual codes and guides them with the assessment criteria, they self-evaluated, they evaluated each other's work and that was because of the guidance in this course, they learnt independently, I didn't mark a single thing thanks to some of the staff we have been learning here.*
- *We have done quite a lot of work looking at the differences between when you use a video or live session, staff were quite nervous about doing the live sessions initially, we had a lot decisions to when use both, we did a lot of training. There were discussions about using the best pedagogy to use a live session in the best way and reduce any type of anxiety.*
- *I have learnt two things, the potential for better inclusive work, the potential for better face to face future work. It has been a luxury to have access to foundation phase colleges because we can get children used to modes of engagement. Learners engage, the least confident pupils, may be quite comfortable with technology.*
- *I felt very confident from my digital skill thanks to this programme to fill the gaps, the best practice sharing was brilliant experience and then I applied those skill with the influence of other colleagues, we were able to put in a lot of variation in the blended learning, I feel more confident with my blended learning skills. I have joined in as well an Open Learn champion.*

Activity 2 – better understanding:

- *We are doing everything pre-recorded at the moment, we are doing live check-ins and pre-recorded lessons, it feels a bit scary to do the live sessions, we have learnt about the flexibility and being open about what works and what doesn't*
- *We tried several types of activities and assessments with organisations, Jamboard is more broadly used and Padlet has been used for more constructed subjects while Jamboard was more informal because can be accessed through phone. I have used quizzes and Google Docs and it works because they are easier for assessment based.*
- *We have used a Forms quiz I created and seems to really engage the children; it was a good way to get them involved. Children watch a video themselves then they have sign up in Flipgrid to watch another separate video, which gives lots of tips and advice to verify websites and information online, then they have to create their own video.*

Activity 3 – working in groups:

- *I know some of the apps that others have been using during the lockdown and that has been really useful, and never heard of Padlet in my life before this programme, but I am running a whole school set on Padlet on Wednesday*
- *With strategies ahead from now you have given us the chance to have this collaborative space where we can share best resources and practices each other and we will stay in touch from now.*
- *We had a lot to learn from each other using different with ideas on teaching practice, using tools and some of the things we have done in Flipgrid have been interesting to hear from other colleagues. Sharing strategies and how to put them in a collaborative area, maybe we can put together a Google website that we can get access through Hwb.*
- *We learnt some much from each other, one of us would presented an idea and said we used Jamboard or the other we did that in Padlet and talked the pros and cons, just the opportunity to prove the ideas and look at activity design in a different way with some else with a different head, it is much more inspiring.*
- *We acknowledged we can't do everything at once, it takes time to introduce things and embed them into the organisation, it was good to see other people who agree you can't do everything in one go. We liked the idea of collaboration, but we questioned how best to do that, because we are involved in so many tools.*

Activity 4 – mentoring:

- *One of the difficulties we had in my school was going to live sessions, that has been very challenging to give the confidence to do that. Moving forward and mentoring in taking the staff with you has been quite challenging and is still posing challenges.*
- *One of us is taking part in session sharing good practices of different things such as Padlet and Google Classroom and I will be sharing best practices for tutors of adult learners.*
- *As ICT coordinator I feel more forceful and supportive, we have been trying to do thing together with other colleagues being supportive, but now everything is so much faster that is difficult mentoring.*

Comments at the end of the session include:

- *It has been really useful in the pandemic, but there is so much we can take back to our normal teaching, there is so much we have learnt from this, that is going to evolve and improve the engagement for pupils, because we know the use of technology is going to be really core to the new curriculum.*

Phase 1 Online Survey

This online survey was devised to evaluate specifically Phase 1. The survey was advertised via email and the Teams collaborative space from 24 February 2021 until 15 March 2021 with 7 completed responses (21.87% response rate) covering 6 institutions.

The Phase 1 survey was designed to cover:

- CPD Phase 1 general aspects
- Increasing knowledge and understanding in Phase 1
- Building confidence in Phase 1
- Interaction and support derived from Phase 1

CPD Programme Phase 1

Table 10 shows the usefulness of the sessions by participants being “useful” the most indicated value in all cases, 71.4% for sessions 3, 4 and 5 and 57.1% for session 2. Nobody answered “not useful”.

Table 10: Usefulness of each of the sessions

	Did not take part	Somewhat useful	Useful	Very useful
12 Nov. Activity Design (Session 2)		28.6%	57.1%	14.3%
26 Nov. Assessment (Session 3)		14.3%	71.4%	14.3%
14 Dec. From assessment to classroom (Session 4)	14.3%		71.4%	14.3%
20 Jan. Collaborative activities (Session 5)	14.3%		71.4%	14.3%

Participants disclosed several reasons why they chose which sessions to take part:

- *Personal CPD interest/availability*
- *I went to sessions that fit around my timetable.*
- *I felt every session was useful as I needed to share best practice and also be able to learn new things*
- *Thinking about which ones would be relevant and useful to me as a teacher.*
- *I was keen to explore the activities so where I could not join, I caught up by watching the recording.*

When defining which session was the most useful participants indicated:

- *Collaborative Activities, useful to hear and share best practices surrounding collaborative applications*
- *Session 3 looking at assessment. It made me think about alternative ways of assessing even when delivering exam-based courses.*
- *Activity designing was useful as it helped us to design something of our own*
- *I found the activities where we planned in collaborative groups useful as it was helpful to put what we were told in to practice.*

Regarding the quality of the sessions, participants strongly agreed with the community of learning and practice created (57.1%) (Table 11). They agreed were satisfied with the quality of the sessions, which helped to expand ideas through communication promoted good practice (57.1%), sessions developed effective listening skills and problem-solving, and provided a sense of ownership (42.9%). Participants neither agreed nor disagreed the sessions created a sense of belonging (42.9%). None of the participants answered “disagree” or “strongly disagree”.

Table 11: Quality of the sessions

	Neither agree nor disagree	Agree	Strongly agree
I was satisfied with the quality of the session(s) I took		57.1%	42.9%
I enjoyed the community of learning and practice created		42.9%	57.1%
The sessions created a sense of belonging	42.9%	28.6%	28.6%

	Neither agree nor disagree	Agree	Strongly agree
The sessions helped to expand ideas through communication	14.3%	57.1%	28.6%
The sessions developed effective listening skills and problem solving	28.6%	42.9%	28.6%
The sessions provided a sense of ownership	42.9%	42.9%	42.9%
The sessions promoted good practice		57.1%	42.9%

When asked if they have not completed a session, regarding the intentions to watch the recording one participant reported:

- If I have time, I will watch the recording or if one feels relevant to what I will be doing I will watch it. It is a time commitment issue. There just isn't enough time in a day to watch them. I will look at the slides if they are uploaded to gain a brief understanding.*

Table 12 indicates participants agreed the use of a learning journal supported their reflection on topics, connects workshop themes to their practice, records good practice from the learning community and creates a personal journey (57.1%), less representation of agreement had the learning journal to build strategies of mentoring through experience (42.9%). As in the previous question, none of the participants answered the options “disagree” or “strongly disagree”.

Table 12: Use of a learning journal

	Neither agree nor disagree	Agree	Strongly agree
Supported my reflection on topics, connect session themes to own practice		57.1%	42.9%
Build strategies of mentoring through experience	14.3%	42.9%	42.9%
Record good practice from the learning community		57.1%	42.9%
Create a personal journey		57.1%	42.9%

Increasing knowledge and understanding

Table 13 indicates the understanding of the different activities included in the sessions, participants show either fully or mostly understood them (no answers were recorded to include the “partially understood”, “little understanding” and “no understanding” options). All participants indicated the activities included in sessions 2, 3 and 4 were understood including, for example, the use of collaborative tools function of assessment, designing an online activity, how to involve learners in the process of assessment, and how barriers to assessment affect learners. While there was less level of understanding for session 5 (50%-50%) regarding the principles of designing collaborative activities, incorporate blended learning into the collaborative activities and provide the support needed in collaborative activities.

Table 13: Session activities

	mostly understood	fully understood
Session 2. Activity Design n=6		
The different types of activities	66.7%	33.3%
Using a storytelling narrative to position activities within course design	33.3%	66.7%
The use of collaborative tools and technologies to support learning communities	33.3%	66.7%
Designing an online activity	33.3%	66.7%
How combining activity types can create more engaging learner experiences	33.3%	66.7%
How blended learning and its environment are defined	33.3%	66.7%
Session 3. Assessment n=6		
The function of assessment		100%
How to involve learners in the process of assessment		100%
How to create an assessment strategy to support learner success		100%
How barriers to assessment affect learners		100%

	mostly understood	fully understood
How to involve learners in assessment	16.7%	83.3%
The limitations of assessment (social justice) and creative approaches to peer assessment and self-assessment	33.3%	66.7%
Session 4. From assessment to classroom n=4		
How to use patchwork assessment	25%	75%
The benefits of patchwork assessment	25%	75%
Classroom management of remote sessions	25%	75%
How to collaborate in a shared area such as the one provided by Teams	50%	50%
Session 5. Collaborative activities n=4		
The four principles of designing collaborative activities	50%	50%
Incorporate blended learning to the collaborative activities	50%	50%
Provide the support needed before the collaborative activity	50%	50%
Provide the support needed during the collaborative activity	50%	50%
Provide the support needed after the collaborative activity	50%	50%

The main topics in Phase 1 where participants need to learn more about were:

- *Planning to incorporate topics in a useful way which facilitate the delivery of the course. Improving on choice for students and building in more flexibility.*
- *Collaborative activities*
- *Patchwork assessments*

Building confidence Phase 1

For each of the activities included in the sessions (Table 14), participants felt very confident with the use of Word cloud and interactive whiteboard (57.1%) and VLE discussions (42.9%), confident using mind mapping tools and somewhat confident with Adobe connect (71.4%), OpenLearn courses (57.1%) and group research and creation of WIKIs (42.9%) (Table 12). No participant answered “No experience of using these”.

Table 14: confidence with the use of tools

	Not confident in doing this	Somewhat confident	Confident	Very confident
Word cloud and interactive whiteboard		28.6%	14.3%	57.1%
Use of VLE discussions		28.6%	28.6%	42.9%
Group research and creation of a WIKI		42.9%	42.9%	14.3%
Infographics (CANVA or Piktochart)	14.3%	28.6%	28.6%	28.6%
Mind mapping (MindMeister)	14.3%	28.6%	42.9%	14.3%
Adobe connect Online Rooms	14.3%	71.4%		14.3%
OpenLearn courses	14.3%	57.1%	14.3%	14.3%

The sessions have changed participants level of confidence for teaching practice (Table 15). With a strong increase where sessions helped to generate ideas, to think in a new way and designing courses of online learning (100%) and teaching online (71.4%). Increased designing online assessments (85.7%), sessions helped to learn from others (57.1%) and collaborating as a group in a shared space 57.1%. The options “decreased”, “strongly decreased” and “not applicable” were not selected.

Table 15: Teaching practice

	no change	increased	Strongly increased
Sessions helped to generate ideas			100%
Sessions helped to think in a new way			100%
Sessions helped to learn from others	14.3%	57.1%	14.3%
Collaborating as a group in a shared space	14.3%	57.1%	28.6%

	no change	increased	Strongly increased
Designing courses of online learning			100%
Teaching online		28.6%	71.4%
Designing online assessments	14.3%	85.7%	

Interaction and support Phase 1

Regarding the interaction, participants found valuable the use of break out room activities and Padlet activities (57.1%) and pools to choose the workshops (42.9%), while Somewhat valuable Teams text chat (42.9%) (Table 16).

Table 16: Interactive tools

	did not take part	of little value no value	Somewhat valuable	valuable	very valuable
Teams text chat		14.3%	42.9%	42.9%	
Teams share space	14.3%		57.1%	14.3%	14.3%
Break out room activities				57.1%	42.9%
Padlet activities	14.3%		28.6%	57.1%	
Pools to choose the workshops	14.3%		28.6%	42.9%	14.3%

Participants learning from each other by working in the group indicated:

- *Various applications work well for academic topics online. Interesting to hear from others how they implemented these applications into their lesson plans.*
- *Interesting to share ideas across the different levels of teaching and to see the innovative ways that other educators are developing teaching and learning.*
- *By sharing ideas across a range of settings I have learnt what barriers different educators and pupils have.*

Strategies participants can put in place to ensure that they continue to support each other through collaboration were:

- *Teams calls, continue to contact and share good practice with various teaching staff.*
- *Make more use if the teams platform set up.*
- *Use of a shared area on Teams and maybe termly sharing through a live session.*
- *Creation of shared online resources and advice.*

Participants actions can agree upon to share, support and develop teaching practice as a group were:

- *Make more use if the teams platform set up.*
- *Be part of the teams group collaborative space*
- *Use of Teams with one live session a term.*

When asked about mentoring 66.7% (n=4) indicated they have been able to advise anyone else, concretely:

- *As the colleges main learning technologist, I work closely with our other academic staff teaching best practice regarding interactive delivery methods utilising various technologies online. From this 'train the trainer' approach whilst on this course I will take forward what I've learnt and share these skills with our staff to improve teaching methods.*
- *We have been discussing varying assessment methods in STEM A levels.*
- *I support schools across the consortium, and this includes Cardiff schools so use some of my increased knowledge when advising them.*

Lessons learned from Phase 1

Several lessons learned from this phase include:

- The participation in Phase 1 decreased session by session until one-third of the group. Participation in the Phase 1 survey has been low.
- Participants teaching practice indicated Phase 1 has been put in practice and has given more confidence. Participants were creating online educational resources, teaching in live sessions and sharing experiences.
- Participants indicated a better understanding of online activities and assessments, and practice with online tools. Participants were engaged in working together and sharing experiences and collaborative ideas. In that sense mentoring has helped to support each other.
- Reasons reported to not attend the sessions were availability and interest, with activity design and assessment areas of particular interest.
- Participants were engaged with the community of learning and practice created and were satisfied with the quality of the sessions, which helped to expand ideas through communication promoted good practice and developed effective listening skills and problem-solving
- Participants agreed the use of a learning journal supports reflection on topics, connects session themes to practice and creates a personal journey.
- For participants, the activities included in session 2, 3 and 4 were understood for activity design and assessment, while there is less level of understanding for session 5 on collaborative activities.
- Phase 1 participants suggested they need to learn more about improving on choice for students and building in more flexibility, collaborative activities and patchwork assessments
- Participants felt very confident with the use of Word cloud and interactive whiteboard and VLE discussions they were less confident with Adobe connect, OpenLearn courses group research and the creation of WIKIs.
- Phase 1 sessions changed participants level of confidence for teaching practice with a strong increase where sessions helped to generate ideas, to think in a new way and designing courses of online learning and teaching online.
- Regarding the interaction, participants found valuable the use of break out room activities and Padlet activities and pools to choose the workshops, but less valuable the use of Teams.

Cardiff Commitment CPD programme - Phase 2

The evaluation of Phase 2 includes the participation and post Phase 2 online survey data.

Phase 2 Participation

For Phase 2 the participation was open to a wider audience of lecturers and teachers. For that purpose, Eventbrite events were created for each of the 6 sessions included in this phase, each session included a detailed abstract provided by the experts already indicated in table 6. Table 17 includes the abstracts for each of the sessions. Eventbrite events information were provided both in English and Welsh.

Table 17: Phase 2 Sessions summaries

Phase 2: CPD Workshops (February to March '21)		
Session 1	Supporting Inquiry learning design	In this session delivered by Dr Christothea Herodotou, participants will be introduced to what citizen science is and what it looks like in field-based and online settings. They will discuss and understand some benefits from taking part in citizen science activities that can support learners' engagement with authentic science. An online tool, the nQuire platform (nquire.org.uk) will be showcased. nQuire can help educators design with their students, or take part, in real citizen science investigations.
Session 2	Using & Creating OERs	This session, facilitated by Dr Robert Farrow of the Open Education Research Hub, will act as an introduction and practical guide to the world of open educational resources (OER). OER are freely accessible, openly licensed text, media, and other digital assets that are useful for teaching, learning, assessment and research. In addition to finding and using OER relevant to your own practice, it is easy to become an OER creator by applying a Creative Commons licence. The advantages, limits and innovation potential of OER will be explored and participants will be encouraged to relate these to their own roles and practices. The session will also include an exploration of the application of OER as open educational practices (OEP).
Session 3	Feedback and Online Assessments	This session, led by Professor Denise Whitelock, Director of the Institute of Educational Technology, will explore the use of feedback to students, particularly in the context of online and distance learning. Digital assessment is an evolving construct used in education to enrich, inform and complement the teaching process. Feedback, however, is often under-utilised and under-valued throughout this process and this is further highlighted with the introduction of electronic teaching and assessments. This webinar will discuss the issues raised by teachers and students about giving and receiving feedback, particularly in relation to the role of praise in feedback and to understand the role of feedback that matches the mark awarded for any particular assignment.
Session 4	Harnessing online communities & networks	This webinar is led by Professor Martin Weller, Director of the Open Education Research Hub, regular blogger and author of books including <i>The Digital Scholar</i> , <i>The Battle for Open</i> and <i>25 Years of Ed Tech</i> . In this session, we'll explore how educators can make use of online communities and networks and as part of their professional development and practices. We'll consider different ways of networking with examples, and the potential advantages and disadvantages of these. The session will also highlight some of the theories that can explain the value of virtual communities and networks for learning.
Session 5	Designing Exceptional Learning Moments	This practical session will enable academics to review and develop their own subject specialised approaches to designing exceptional learning moments for their students. The session will provide you with and practical tips underpinned by evidence of what works from instructional to learning design and beyond. One approach that has helped to design innovative interventions is the tricky topic process that has been successfully applied across domains in Europe, Africa, Myanmar and Thailand. For subjects from sciences to the arts.
Session 6	Representing learners' online study journeys to understand and support our students	This session delivered by Kate Lister and Tim Coughlan from the Open University will explore how the diversity of student circumstances and study experiences can be often overlooked in education. We will address the challenge of how to make learners' needs, circumstances and experiences more visible in online learning contexts and highlight how learners and staff can benefit from representing and reflecting on the challenges they face, and their achievements. We will describe how a participatory research and design approach led to creation of 'Our Journey', an online platform that provides a simple and engaging way for students to represent the important events that happen to them in education and how they feel

Phase 2: CPD Workshops (February to March '21)		
		about them. We will explore how a variety of uses of the platform demonstrate that representing the student journey can be used to shed light on wellbeing and personal development

Table 18 discloses the participation. This table shows participation started lower than in Phase 1. Having a peak in sessions 2 and 3 (which as well included better numbers of external participants), being anecdotal in the last three sessions.

Table 18: Phase 2 Participation

	Total no. signed up in advance (number from phase 1)	Total no. who attended live session (number from phase 1)	Percent from phase 1
Session 1	7 (6)	6 (6)	18.75%
Session 2	9 (3)	8 (3)	9.37%
Session 3	28 (6)	11 (2)	6.25%
Session 4	0	1 (1)	3.12%
Session 5	6 (6)	2 (2)	6.25%
Session 6	13 (4)	1 (1)	3.12%

Phase 2 Online survey

Phase 2 survey was delivered together with questions for the programme at the end of this phase and the last one. The survey was advertised via email and included participants from the programme and externals who signed up using Eventbrite. The survey was available from 31 March 2021 until 12 April 2021 with 5 completed responses for Phase 2 questions.

The Phase 2 survey was designed to cover:

- CPD Phase 2 general aspects
- Increasing knowledge and understanding in Phase 2
- Building confidence in Phase 2

CPD Programme Phase 2

Participants disclosed several reasons why they chose which sessions to take part in during Phase 2:

- *Had to look at my timetable and organise time to be able to attend. Although I've enjoyed each session, I've been able to attend so far.*
- *I wanted to take all of them however, it wasn't possible after returning to class teaching and the responsibilities in school.*
- *I only heard about these two activities from an email to teachers in my school.*

When defining which session was the most useful participants indicated:

- *Harnessing online communities. Really interesting topic and put a new spin on how to use online communities safely and effectively.*
- *I really enjoyed the Supporting Inquiry Learning Design Workshop. I had never heard about or used the nQuire website and was particularly enthused to discover another way to make science real for the children. Going forward I have spoken to my partner teacher and we are looking to plan a Bio Blitz or become part of one. It was great to have a point of contact too for relevant and real science.*
- *I enjoyed the Feedback and Online Assessment session because it encouraged me to think about different ways to give feedback to students and how I could employ this in the classroom.*
- *I didn't know anything about Citizen science and found useful to learn about open educational resources*
- *Designing exceptional learning moments was very useful*

Regarding the quality of the sessions, participants strongly agreed sessions promoted good practice (80%) and were satisfied by the quality of the sessions (60%). Participants agreed the sessions helped to expand ideas through communication and developed effective listening skills and problem-solving (80%), and sessions created a sense of belonging (40%). Participants neither agreed nor disagreed the sessions created a community of learning and practice (40%). None of the participants answered “disagree” or “strongly disagree” (Table 19).

Table 19: Quality of the sessions

	Neither agree nor disagree	Agree	Strongly agree
I was satisfied with the quality of the session(s) I took		40%	60%
I enjoyed the community of learning and practice created	40%	20%	40%
The sessions created a sense of belonging	20%	40%	40%
The sessions helped to expand ideas through communication		80%	20%
The sessions developed effective listening skills and problem-solving	20%	80%	
The sessions provided a sense of ownership	20%	80%	
The sessions promoted good practice		20%	80%

When asked if they have not completed a session all participants acknowledged they will watch them when available.

Increasing knowledge and understanding

Table 20 shows the understanding of different activities addressed during the sessions, participants show some level of understanding (no answers were recorded to include the “little understanding” and “no understanding” options). Participants fully understood the benefits of using OERs and open practices, the potential of using feedback in online assessment to increase engagement and updating the learning design to teaching needs (75%) and the management of online communities and use of networks and understanding the varied needs of learners to better support their study journey (50%). Learning benefits using citizen science shown to be partially understood (40%).

Table 20: Session activities

	Partially understood	mostly understood	fully understood
Learning benefits using citizen science (better understanding of science, appreciation of nature)	40%	40%	20%
Benefits of using open educational resources and open practices	25%		75%
The potential of using feedback in online assessment to increase engagement		25%	75%
Management of online communities and use of networks	25%	25%	50%
Updating the learning design to my teaching needs		25%	75%
Understand the varied needs of learners to better support their study journey	25%	25%	50%

The main topics in Phase 2 where participants need to learn more about were:

- How to employ the citizen science approach at a Primary level - which I can only achieve by having a go and planning the delivery of a session.
- Learning benefits using citizen science (better understanding of science, appreciation of nature)
- I should learn more about supporting students online

Building confidence Phase 2

For each of the activities included in the sessions (Table 21), participants felt confident with applying Learning design including the use of tricky topics (60%) and the use of networking tools (40%).

Participants were not confident creating and sharing Open Educational Resources (40%) and had no experience using Citizen science websites and tools for supporting student journeys such as Our Journey (40%).

Table 21: confidence with the use of tools

	No experience of using these	Not confident in doing this	Somewhat confident	Confident	Very confident
Citizen science websites and apps (iNaturalist, Zooniverse, SciStarter)	40%	40%	20%		
Creating and sharing Open Educational Resources (creative commons, OER word map)	20%	40%	40%		
Learning design including the use of tricky topics	20%	20%		60%	
Use of networking tools (Twitter, Facebook, forums, email)		20%	20%	40%	20%
Use of tools for supporting student journeys such as Our Journey	40%	20%		20%	20%

The sessions have strongly increased the level of confidence for the participants teaching practice (Table 22). Participants declared sessions helped to generate ideas, to think in a new way, to learn from others, and designing courses of online learning (60%), and teaching online, and designing online assessments (80%). The options “decreased”, “strongly decreased”, “not applicable” and “no change” were not selected.

Table 22: Teaching practice

	Increased	Strongly increased
Sessions helped to generate ideas	40%	60%
Sessions helped to think in a new way	40%	60%
Sessions helped to learn from others	40%	60%
Designing courses of online learning	40%	60%
Teaching online	20%	80%
Designing online assessments	20%	80%

Lessons learned from Phase 2

Several lessons learned from this phase include:

- Phase 2 coincided with the second lockdown and participants were back to teaching online. Participation started lower than in Phase 1, having a peak in sessions 2 and 3 mostly because of external participants. Participation in the Phase 2 survey has been low.
- Participants reasons to attend Phase 2 included availability and their advertisement.
- Participants found particularly useful “Harnessing online communities & networks”, “Designing Exceptional Learning Moments” and “Feedback and Online Assessments” sessions.
- Participants agreed workshops promoted good practice and were satisfied by the quality of the sessions, there were fewer agreement sessions created a community of learning and practice.
- Participants understood the benefits of using OERs and open practices, the potential of using feedback in online assessment to increase engagement and updating the learning design to teaching needs. Learning benefits using citizen science was less understood.
- Participants wanted to learn more on how to employ the citizen science approach and supporting students online.

- Participants felt confident with applying Learning design including the use of tricky topics, they were less experienced using Citizen science websites and tools for supporting student journeys such as Our Journey.
- The sessions have increased the level of confidence for the participants teaching practice, sessions helped to generate ideas, teaching online and designing online assessments.

Cardiff Commitment CPD programme

The evaluation of the programme includes the Teams analytics, the focus group with partners and the programme online survey.

Teams analytics

As reported the collaborative space within Teams was created in Phase 1 and available for the whole pilot programme. Figure 8 shows the analytics tool provided by teams and how the interaction within participants had usage peaks over the pilot, mostly when reporting news, asking for voting in the shared space or via Doodle, and sharing the presentations and recordings from the sessions.

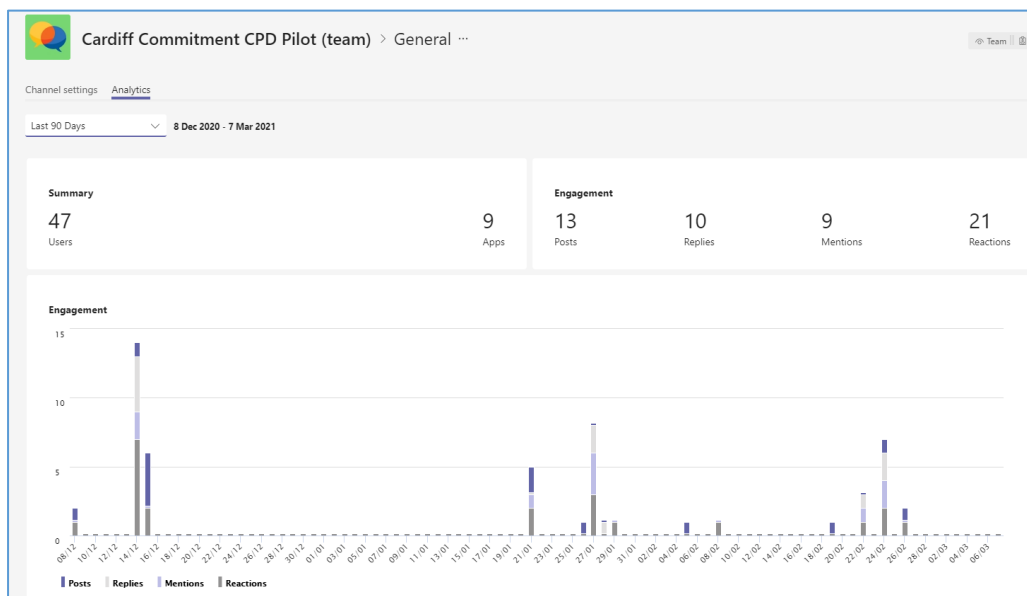
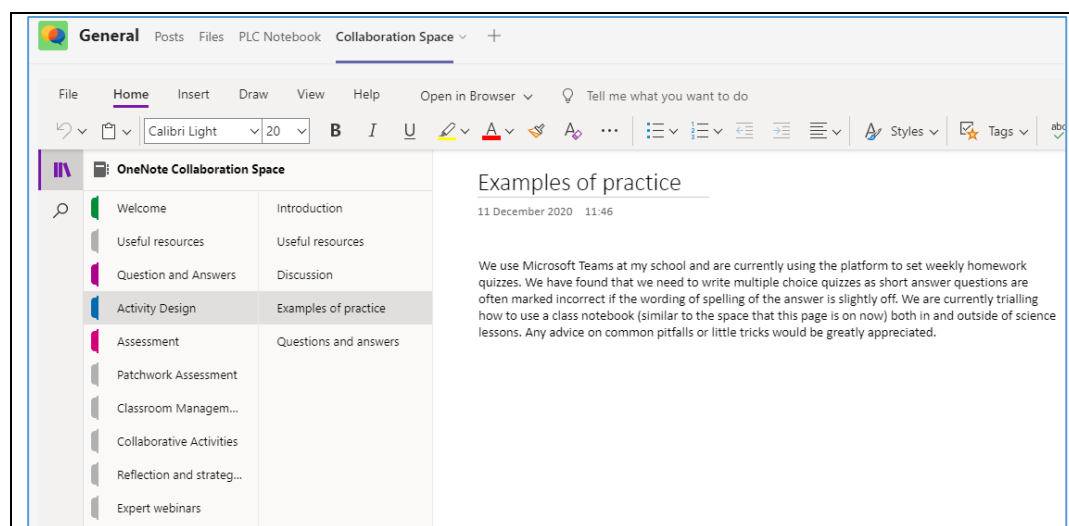


Figure 8: Teams analytics tool for the programme

Similarly as can be seen in Figure 9 interaction was limited and focused around areas of interest of participants including the collaborative space for the sessions and post area (interactive area).



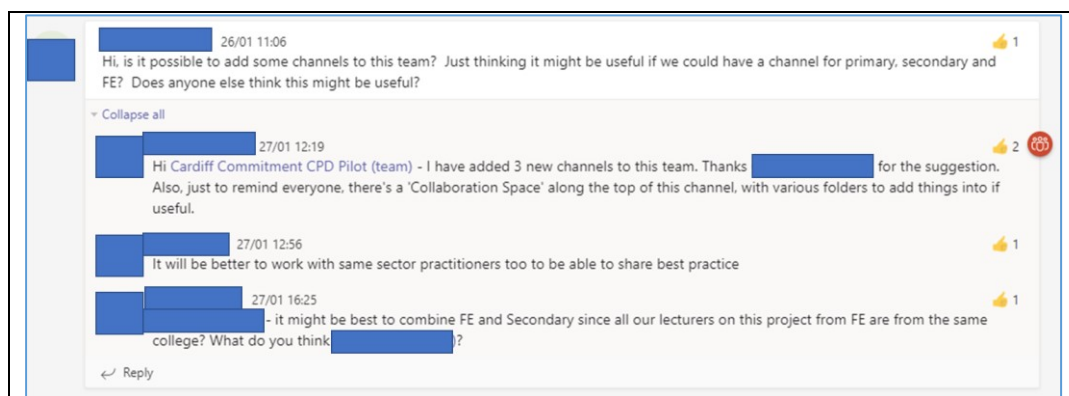


Figure 9: Collaborative space and post area

Focus group - partners feedback

A session to gather feedback on the CPD programme between partners was organised on 11 March 2021 in the middle of Phase 2 and run by Francisco Iniesto. Cardiff Council, Cardiff and Vale College and The OU were all represented as can be seen in Table 23. Participants from the OU included those involved in organising and delivering Phase 1, Phase 2 and for the programme.

Table 23: Feedback session participants

	Total
Cardiff Council	2
Cardiff and Vale College	1
The OU – Phase 1	2
The OU – Phase 2	1
The OU – Programme	3
Total	9

The session was organised following the focus group structure indicated in Table 24.

Table 24: Partners session activities

Theme	Questions
Our work organising the workshops	<p>What are your impressions regarding the organisation of the different workshops?</p> <ul style="list-style-type: none"> How did you select the contents to be included in the workshops? <ul style="list-style-type: none"> Curricula - Welsh Digital Standards Different requirements = FE, primary, secondary How did you find the participatory/co-creation approach for Phase 1? (considering that each workshop had a relationship with the previous one)
Reflections about engagement	<p>How are you finding the engagement so far of participants in the workshops? (varying needs within the group \ varying expertise with blended learning)</p> <ul style="list-style-type: none"> How was the interaction using the collaborative space in Teams? What about mentorship/peer to peer learning? What was the engagement of working in groups during Phase 1? How are we finding activities proposed during Phase 2 (so far)?
Reflections about impact	<p>How are you finding the impact of the project on teachers and lecturers?</p> <ul style="list-style-type: none"> Have you identified any change in their practices? Possibilities offered by the use of a reflective tool such as a reflective journal or external resources such as Open Learn, Open School.
Our work as a partnership \ moving forwards the partnership	<p>Please define how the partnership worked for you</p> <ul style="list-style-type: none"> The communication between partners Meetings and working groups\ workstream Communication fluency What are the benefits of the partnership?

Since the 4 activities are quite interrelated and facilitated a rich discussion within the participants, a thematic analysis deductive approach has been used to identify representative quotes within the key themes discussed during the focus group.

Co-creation

- *I think the co-construction and involving teachers in the decisions about the content was vital in terms of what we're trying to achieve. However, from a kind of logistical point of view, because the project was such a short turnaround time, every step we had in terms of creating a poll and waiting for votes, before we did the scheduling, and each of those steps, because of our capacity; at times it squeezed the time we've got to promote them and to spread the word, because we didn't know the budget was going to be there for all seminars. And now for phase 2 we're sort of squeezed in the gathering of summaries and setting up of Eventbrite and spreading the word. (OU - programme)*
- *We have achieved in such a short time in this project and throughout it's been totally inclusive, and even with by running the six seminars which I see as a massive positive and the participant were given the opportunity to shape the content across the three sectors of FE, primary and secondary. (OU - programme)*
- *It is trying to balance both sides, actors will come from a different point, and their priorities will be slightly different, where they want to focus. It is great as a co creation, but we need setting some boundaries around that, so it wasn't as open for teachers (Cardiff Council)*

Timetable flexibility

- *For the primary teachers have been able to be flexible with the days, but for some for secondary is much more fixed, they signed up because they had a day and they were able attend and then when the day changed, in the end, they weren't able to attend. For secondary, especially when we set a date is quite important that we keep the date. But if you change the dates of when the day they're going to run potentially, to the secondary, especially you keep it static, because that just the planning that needs to go into for that (Cardiff Council)*
- *We were aware because of the strange times that people might not be able to commit as they would have done in a situation outside pandemic. I think that's kind of almost why we wanted to try and develop that flexibility, just to kind of show that we understood what was going on in people's professional lives at the moment. I was really pleased that we kept the two-week gap between each workshop as well, because I think it would have been just too much to have them in succession and I think the participants needed that reflection time to try and apply it to their way of working. (OU - phase1)*

Engagement

- *It's not been the best of times to be doing something like this and not only that, halfway through the whole program, everything shifted again with the with the announcement of the second lockdown after the Christmas holidays and that's had a major impact on the on the numbers attending, expected to be delivering lessons online from home. (Cardiff Council)*
- *I think when they're done (about phase 2 seminars), and we've got the recordings, I think we'll, we'll push the recordings out to teachers in schools. It would be interesting if we could capture how many people are viewing the recording (Cardiff Council). I think we can because they'll live on YouTube and be embedded into Hwb, we can capture the YouTube Analytics. We've got some budget within the project to look at comms as well, we could do promote the Welsh version of Teaching Online and school Gov resources that have been released recently on Open Learn are all free as well. (OU - programme)*
- *The first couple of workshops, people were a bit nervous about participating. And you could kind of tell that, and that's what we would expect, so I think we did kind of a lot more talking in those sessions. When we asked participants to kind of talk, they were kind of quite hesitant at that point. But I have to say, it's been an absolute joy working on this project, because people did engage really well. And when we split them up into groups to work together, they always fed back really well and seem to enjoy them talking. I've been really pleased with the engagement. And of course, on top of everything that's happening at the moment, it's not easy to leave what you're doing come to a series of training. (OU - programme)*
- *I think I perhaps made some assumptions going into the first phase in terms of a how comfortable they would be using teams. And I think some people were entirely comfortable, and some really weren't, but they perhaps didn't have the confidence to tell us that early off. So that assumption lived with us for a little bit until it became clear that. So that was one thing. I think that I wish I'd kind of had a better sense of that before we started so we could have really got that confidence up on teams from the start. (OU - programme)*

- *I think as well, the breakout rooms proved to be really important in they, they were a key player. Breaking them down by primary and secondary, I think they could then sort of focus their conversations whilst then coming back in having that mix. That balance was nice. (OU - phase1 / Cardiff Council)*

Curriculum, professional development, changing practice

- *It's not just about for this potentially short term, because we know a lot of teachers will just want to go back to exactly what they were doing before as soon as possible, which is not necessarily what we want. But with the new curriculum coming in, will give us an opportunity to do things slightly differently. And there's a lot of stuff in here that could impact on the way the new curriculum is delivered. And as part of our ongoing curriculum support service that we're running for all our schools in Cardiff will start to promote the recordings of these things within that context as well. (Cardiff Council)*
- *I think it's also a hurdle not just getting people using technology in their teaching and learning, but it's also getting them to use technology for their own professional development. You may be getting low numbers because people aren't used to go into webinars and they're not self-disciplined in that way to kind of take ownership of the learning. (OU - phase1)*
- *We totally appreciated that people were having to change the way they were teaching. There's so much pressure put on that kind of sector at the moment, that we wouldn't expect staff to suddenly be changing what they were doing, because I just I don't think you can. When we had the reflective session, it was really lovely with the participants, they were making some changes and they were starting to be more innovative with technology and they were saying that it was working for them. But this was always meant to be a supportive training, it wasn't meant to be right "now you've got to change". This is here to support you and do it at your own pace as well. We're hoping that's how it came across. (OU - phase1)*
- *Teachers tend to get stuck in that bubble. And particularly the moment because they're at home, they can't bounce off people, they can't walk past someone's classroom ever look into what's going on. It's even more insular than it normally is. When I speak to staff, and say, what you're doing is really amazing. They don't think of it as amazing because they just doing what they're doing, I don't think they really have time to sit back and reflect on their practice as being pretty good or excellent, even then that someone else could really value from knowing about that practice as well. I think that's, that's an area of massive development in terms of shifting the education sector forward in terms of improving themselves and creating that learning kind of culture amongst themselves. It's kind of building that confidence and it is worthy of sharing with other people, because other people will value that. (Cardiff and Vale College)*
- *They give them stuff that they've got to teach, especially at secondary level. They're teaching so many hours a week that the opportunities to grow and develop are pretty limited, that they have become exam machines to certain extent. What we're hoping is, of course, that the new curriculum, tries to address some of those issues, and in particular, encourages collaboration within an across departments, different areas of learning. So let's hope that the teachers will come out of those bubbles a bit, start working more with colleagues, initially in their own school across different subject areas, that will lead to a much more collaborative approach to teaching and development. (Cardiff Council)*

Impact

- *I think what will be interesting in the future is to see if that collaborative space that teams channel, is something that the group continue to use, whether there's a kind of longer term use for that channel, it can stay there as long as it is useful. Or whether those resources and the recordings from phase 1 would be better placed somewhere else. And I wonder whether mentors could play a role in that, in maybe keeping that team space, active, and skilling putting in useful resources, that might be a really nice kind of training ground for the mentors themselves (OU – programme / OU - phase1)*
- *A lot of the things they were using before, I don't know if it's impact of the sessions they went to, it's kind of hard to tell. But I know they've got a lot out of it from people I've spoken to the went on it. Just having sometimes having that relationship to chat through problems with other people has a bigger impact when being shown how to use a tool that can help. I think it might not have had an impact in terms of using more technology in the classroom, but it might have an impact on their confidence in using things and sharing with others and communicating about technology for teaching and learning. Because I think a lot of the ones that went from our college, they were quite savvy with tech before. (Cardiff and Vale College)*
- *I would say with our teachers, perhaps they were a bit less used to using these technologies. But they've had to learn down quickly over the last year anyway. And in particular, during this second lockdown, where we put more expectations on them to do more online teaching from home. So think, for those who were on the course, it's been invaluable to be able to learn good practice, as they were learning how to use the technology was one of the things*

about using technology tends to be they pick up really bad habits right at the beginning. And those habits tend to stick. Whereas here, they were able to pick up good habits, while at the same time as using the technology. (Cardiff Council)

- *Currently, the teachers are probably only seeing it at the moment in terms of how it can help me now. And it's our job of continue that momentum to make sure they're then they're learning design incorporates this type of stuff. So whatever that normal looks like when they go back, we're going to still have a blended learning approach. We realise, some stuff can still be done online, it doesn't all have to be in the classroom and particularly, when we're so short of rooms. There is no need for and also our learners have a bit different in the sense that they're slightly older, some of them are adults. It's more flexible, we need to be meeting the needs of our learners in a way that is, they could go anywhere else. Whereas with a school and primary school, they don't really have that much of an option. I think FE will be slightly different in that sense from schools, because I think we will be looking at more flexible models for our delivery as a result of the pandemic. It has opened the eyes of a lot of people who were reluctant to engage. But we I've noticed that everybody has been engaging for years in technology, because they've had to have no choice, then the next bit to tackle then is the quality of that delivery. (Cardiff and Vale College)*
- *We've seen a definite shift this time around. During the summer there was a lot of schools not doing very much at all. And then a number of schools doing stuff that really wasn't very good. But through the programme that we've done with you there's definitely been an improvement in the post-Christmas lockdown quality stuff. One thing that this pandemic has certainly up is that schools are primarily childcare facilities, rather than educational establishments. But we're definitely going to be doing a lot of work to increase the amount of blended learning that's going on there. (Cardiff Council)*

Partnership

- *I've really enjoyed this the collaborative approach of this, and everybody has been completely committed to it through the, you know, insane circumstances. (OU – programme)*
- *We have really enjoyed coming to these meetings and talking through everything with that with the partners. It's been such an easy process, and even though there's been some pressure attached to it, it hasn't always felt like that, because we just approach it with a lot of fun and enthusiasm. I would say it's been a fantastic experience. I think we've always felt totally included every stage and meeting notes have been incredibly clear. When things have been presented to wider partners, we've always been asked for our input, and felt such a big part of this process. We feel like now we've become this group that would be really happy to do other partnership projects together. (OU - phase1)*
- *I think it's really nice to have all the sectors involved for change and it's always very segregated. We've seen the benefits of us all coming together. We're all going through the same issues, whether you're teaching for 5-year-old to teaching 45-year-old, all the teachers are having the same types of problems. When you start speaking to people about the issues they have, is they're very similar, and everyone can learn from each other. I think if we can start kind of doing more projects, it'll just benefit the sector because all these students are coming through the pipeline. (Cardiff and Vale College)*

Programme online survey

As indicated, the programme online survey was delivered together with questions for Phase 2. The survey was advertised via email and included both programme and those participants who signed up using Eventbrite and was available from 31 March 2021 until 12 April 2021 with 9 completed responses for the whole programme questions. The post-survey covered the experience of the programme as a whole and individual activities, the extent to which the learning outcomes have been achieved and expected changes to their practice building on the programme through these areas:

- Attitude and values
- Changing practice
- Changing policy

Attitude and values - CPD Programme

Regarding the changes in attitude and values Table 25 shows participants strongly agreed online learning is the best way to overcome barriers during the pandemic and that they will make greater use of online learning because of taking the CPD programme (55.6%). Participants agreed taking part in the CPD programme has improved their views on the quality of online learning (55.6%) and that online learning can be of equal quality to face to face learning (44.4%) (but with a 33.3% of

disagreement). Participants neither agreed nor disagreed they will intend to share what I have learnt on the CPD programme with other colleagues (44.4%).

Table 25: Attitude and values

	Disagree	Neither agree nor disagree	Agree	Strongly agree
Online learning is the best way to overcome barriers during the pandemic		22.2%	22.2%	55.6%
I will make greater use of online learning because of taking the CPD programme		11.1%	33.3%	55.6%
Online learning can be of equal quality to face to face learning	33.3%	11.1%	44.4%	11.1%
Taking part in the CPD programme has improved my views on the quality of online learning		11.1%	55.6%	33.3%
I intend to share what I have learnt on the CPD programme with other colleagues		44.4%	44.4%	11.1%

Changing practice - CPD Programme

When participants were asked about which sessions from the programme would make the most difference to their practice going forward (they could pick up to 3, see Figure 10), the most selected seminars were “collaborative activities” (77.8%), “assessment” and “from assessment to classroom” (66.7%) from Phase 1.

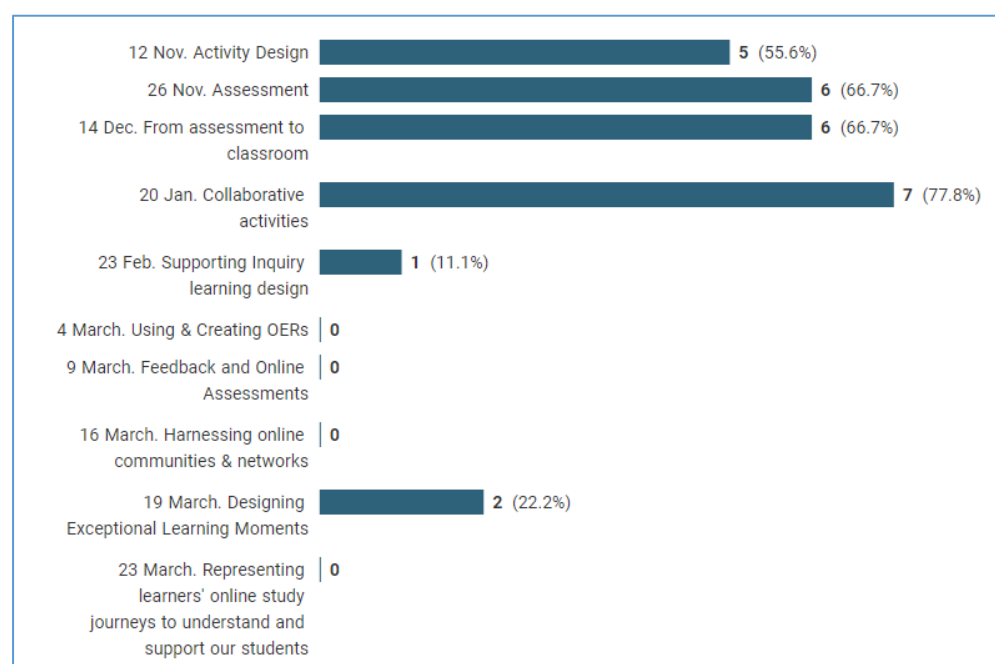


Figure 10: Activities making the most difference

When describing how their practice would change because of the CPD programme, the main areas where this has contributed to their professional development and next steps building on what has been learnt from the programme, participants proposed several ideas:

- I intend to follow and develop some of the activity design principles to develop independent learning and access of tasks through online activities in class while I am teaching a focus group in my primary setting.
- Whilst I am in charge of DCF and IT in our primary school I haven't done much research into online pedagogy. Therefore, the Open University lecturers opened my eyes to lots of new ways to approach distance learning.
- To implement some of the activity design ideas into my independent classroom activities.

Figure 11 shows an affirmative answer (somewhat 44.4%, a lot 33.3%) opinion regarding the CPD programme to change the approach to teaching in participants department or institution.

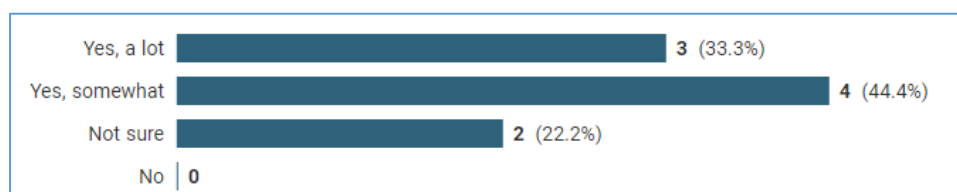


Figure 11: CPD programme in the department

When asked if taking the CPD programme made any difference for their professional development plans participants indicated:

- *I am hoping to trial some of the approaches and then share my findings and the approaches with staff.*
- *We can learn from each other having more experience*

Changing policy - CPD Programme

Finally thinking about their context and asked about institutional and national government policy changes required in response to the pandemic, there were only two responses (from 4 questions about the theme):

- *We need to be supported with this kind of trainings*
- *The new welsh digital standards curriculum could be a response*

Lessons learned from the programme

Several lessons learned from the programme from both participants and partners include:

Lessons from participants

- Participation at the end of the programme survey has been low.
- Participants have used Teams collaborative space in peak times for reporting news, voting and sharing the presentations and recordings, but not regularly. The interaction was limited to the areas of interest of participants.
- Participants strongly agreed online learning is the best way to overcome barriers during the pandemic and that they will make greater use of online learning because of taking the CPD programme. They also agreed taking part in the CPD programme has improved their views on the quality of online learning. Participants showed disagreement online learning can be of equal quality to face to face learning.
- The three seminars of more interest for the participants were: “collaborative activities”, “assessment” and “from assessment to classroom”. All from Phase 1.
- The main areas where this has contributed to their professional development identified by participants were the development of activity design principles, a better understanding of distance learning and practical implementation of ideas in their classroom activities. In their future, participants indicated their desire to trial the content of the programme and share it with other colleagues
- Participants acknowledged the CPD programme supports changing the approach to teaching in their department or institution.
- Finally thinking about their context and asked about institutional and national government policy changes required in response to the pandemic participants suggested the need for more support in blended learning training and the appearance of the new curriculum.

Lessons from partners

- Partners thought the co-creation involving teachers in the decisions about the content was vital. From the logistical point of view, it was difficult to address and time-consuming. That might have affected the dissemination of seminars for Phase 2. The project has been inclusive and the response from participants involved in the seminars has been always positive.
- Partners agreed the timetable was flexible, but that flexibility was easier for primary teachers than for those from secondary. When a date was set it should not be changed.
- The pandemic has affected participation. The second lockdown after the Christmas holidays had a major impact due to the teachers' amount of work. Once the recordings from Phase 2 partners are available, they will have an impact. At that point would be important to capture the impact of those recordings and the Welsh version of "Teaching Online"² and school Gov resources that have been released on OpenLearn.
- Partners believed participants were more nervous about participation at the beginning of Phase 1, engagement among participants was better after the first sessions including sharing experiences and supporting each other. It was assumed teachers are knowledgeable using Teams which was not the case, but the use of breaking rooms was proven to be useful.
- Partners credited that with the new curriculum there is an opportunity to do things differently and programme materials can impact the way the new curriculum is delivered. There exist a lot of pressure for teachers to use technology, it is difficult to produce a change in such a short time and building confidence is a key aspect. Teachers have limited time for their professional development, the new curriculum, should be more supportive and encourage collaboration across departments.
- Regarding the impact, partners thought the collaborative space in Teams should be kept open for teachers to use, mentors need to play a role in that keeping the space active. The programme might not have had an impact in terms of using more technology in the classroom, but it might have an impact on teachers' confidence in using tools and sharing with others and communicating about technology for teaching and learning. In that sense for those participants on the course, it has been invaluable to be able to learn good practice in the use of technology. Through the programme, there has been an improvement in the quality of educational resources produced.
- Partners were satisfied with the partnership during the project. It has followed a participatory approach to take decisions and for input, there has been a sense of commitment and enthusiasm considering the circumstances. It was positive to have all the sectors involved in change, in sectors that share the same problematics. Partners would be engaged to participate in similar projects in the future.

² Ewch â'ch addysgu ar-lein, <https://www.open.edu/openlearn/education-development/education/ewch-ach-addysgu-ar-lein/content-section-overview?active-tab=description-tab>

Programme key findings

The completion of this pilot project has been successful in upskilling school and college staff in online teaching and blended learning pedagogy; in part to support preparation for the new curriculum in Wales. The programme has demonstrated key components of pedagogy such as reflection and co-construction, as well as to reflect the peer to peer aspect of the new curriculum. It has been an example of sharing practice and expertise across education levels and institutions.

The participants perspective

Some of the key aspects identified by the participants before the programme started were:

- The experience of participants before Covid19 was predominantly face-to-face, the experience of adjusting their teaching practice to blended learning was challenging. The pandemic has impacted participants teaching in different ways including students and families' engagement, the use of online platforms and online teaching methods, including the design of educational resources. Participants had some experience before the programme taking part in online courses as a student, these online courses were commonly related to teaching and technology.
- The expectations of participants to gain from the programme seminars included a better understanding of blended learning, professional development, gaining skills, sharing ideas and networking. Participants topics to develop during the programme included learning about more online tools, step by step guides to create educational resources, assessment and feedback methods, and innovative methods.

After Phase 1:

- Participants teaching practice during Phase 1 was used to create online educational resources and teaching in live sessions, increasing confidence. In that sense, participants indicated a better understanding of online activities and assessments, and practice with online tools after Phase 1. Participants engaged in working together, sharing experiences and collaborative ideas. In that sense mentoring has helped to support each other.
- Phase 1 participants suggested future learning needs to be focused on learning more about building more flexibility collaborative activities and patchwork assessments. Participants found valuable the use of break out room and Padlet activities and pools to decide the content of the seminars.

Once the programme finished (and Phase 2):

- Participants found the seminars on "collaborative activities", "assessment" and "from assessment to classroom" seminars from Phase 1 and "Harnessing online communities & networks", "Designing Exceptional Learning Moments" and "Feedback and Online Assessments" from Phase 2 particularly useful. This indicates the interest in online assessment through the programme.
- Phase 2 participants understood the benefits of using OERs and open practices, the potential of using feedback in online assessment to increase engagement and updating the learning design to teaching needs. Participants wanted to learn more on how to employ the citizen science approach and supporting students online.
- Participants agreed online learning is the best way to overcome barriers during the pandemic and that they will make greater use of online learning because of taking the CPD programme. They also agreed taking part in the CPD programme has improved their views on the quality of online learning.

- The main areas where this has contributed to their professional development identified by participants were the development of activity design principles, a better understanding of distance learning and practical implementation of ideas in their classroom activities. In their future, participants indicated their desire to trial the content of the programme and share it with other colleagues.
- Participants acknowledged the CPD programme supports changing the approach to teaching in their department or institution. Participants suggested the need for more support in blended learning training and the appearance of the new curriculum.

The partners perspective

Partners reflections before the end of the programme suggested:

- Organising the programme from the logistical point of view was difficult to address and time-consuming. The project has been inclusive and the response from participants involved in the seminars has been always positive.
- Partners believed engagement among participants was better after the first sessions. It was assumed teachers are knowledgeable using Teams which was not the case, but the use of breakout rooms was proven to be useful.
- Partners credited that with the new curriculum there is an opportunity to do things differently and programme materials can impact the way the new curriculum is delivered. Teachers have limited time for their professional development, the new curriculum, should be more supportive and encourage collaboration across departments.
- The programme might have an impact on teachers' confidence in using tools and sharing with others and communicating about technology for teaching and learning. In that sense for those participants on the course, it has been invaluable to be able to learn good practice in the use of technology. Through the programme, there has been an improvement in the quality of educational resources produced.
- Partners were satisfied with the partnership during the project. It has followed a participatory approach to take decisions and for input, there has been a sense of commitment and enthusiasm considering the circumstances. It was positive to have all the sectors involved in change, in sectors that share the same problematics. Partners were engaged to participate in similar projects in the future.

Final remarks

As participants have reported, the programme has facilitated more confidence in designing and delivering blended learning and in supporting their students studying in that environment, the programme has extended the resources for digital literacies and skills for online teaching. In that sense as identified by the partners, the programme has been a professional development opportunity, including input into the co-creation of resources for peers and the wider sector. With the new curriculum for Wales, projects such as the Cardiff Commitment CPD programme promote effecting change within organisations and wider cluster through peer to peer approach and a chance to share practice, learn from one another and collectively work towards addressing the needs of teaching staff across the school system, FE and HE.

Participation in the programme has been affected by several factors, teachers returned to the classroom part way through this programme and there was a second lockdown after the Christmas holidays. It was less flexible with accessing online seminars during school hours. Promotional time for Phase 2 varied depending on when organisers received some information and the capacity of partners to pass on the information. The impact of the project when this report is being written is limited to

the reported experiences. It is expected the real impact will come from teachers and lecturers' practices in collaboration and sharing of knowledge, behaviours already identified during the programme. The resources produced during the programme such as Phase 2 seminars will be available through the Hwb repository including handouts in Welsh and English, Teams shared space will remain open for mentors to potentiate its use and the Welsh version of "Teaching Online" in OpenLearn is already available.